7 INTEGRATING AUTHORITATIVE DISCIPLINARY VOICES IN POSTGRADUATE WRITING

Pia Lamberti and Arnold Wentzel

INTRODUCTION

The research on postgraduate writing reported in this chapter should be seen as a contribution to the widely-discussed ongoing debate in higher education about what is referred to as the "problem" of student writing (Lillis & Turner 2001:57; Turner 2011). The research focuses on one of the areas of greatest difficulty for novice research writers: constructing texts that incorporate multiple sources from 'the literature'. For postgraduate students, integrating the authoritative voices of the discipline into the text, without losing the integrity of the 'textual voice' (Hyland 2008), is a widely acknowledged challenge (Kamler & Thomson 2006). In this chapter, the difficulty of teaching students to use the authoritative voices in the scholarly literature they consult to develop and support their arguments in research writing is addressed, both theoretically and practically. The research reported in the chapter affirms the value of drawing on writing theory to inform postgraduate pedagogy, and of using students' texts, the textual 'products' generated in the teaching and learning process, to interrogate and extend theory about research writing. The new theoretical understanding that is developed from analysis of students' texts can be applied in teaching and supervision practices.

'Postgraduate writing', as an area of research, is interdisciplinary, as it encompasses linguistic theory, composition/writing theory and educational theory. In addition, it requires an understanding of how the knowledge structures of specific disciplines and/or knowledge domains (Bernstein 2000) affect disciplinary writing conventions. Thus, this research represents collaboration between an educational linguist (the first author), and an economics lecturer (the second author) whose writing course for underprepared aspirant postgraduate students was the catalyst for the study.

DOI: 10.18820/9781920689162/07

Blitzer E, Albertyn R, Frick L, Grant B, Kelly F (eds) 2014. Pushing Boundaries in Postgraduate Supervision. Stellenbosch: SUN PRESS

The disciplinary boundary crossing promoted by the collaboration between the two authors allows for a more nuanced and multifaceted understanding of the specific discursive resources and language required for the construction of two key types academic writing, which are closely related: the essay based on the reading of multiple sources, a ubiquitous genre (Andrews 2010:161), particularly in the humanities and social sciences, and the 'literature review' section of the dissertation or thesis. The researchers reject the "deficit" view of students that often prevails in disciplinary experts' evaluations of student writing (Lillis & Turner 2001:57). By choosing to place the focus on an entry-level course to postgraduate study, the researchers also problematise the boundary between undergraduate and postgraduate level, and suggest that more attention needs to be focused on helping students to make the transition between the levels. One implication of this perspective is that effective research supervision necessarily requires from the supervisor a greater degree of explicit knowledge about research writing than is conventionally acknowledged in the academy.

Writing researchers who work in a social paradigm argue that in order to construct effective written arguments, student writers need to use specific discursive and linguistic and resources to position themselves in relation to the authoritative disciplinary voices (Swain 2007; Tang 2009). Description of a writing course designed to help students to integrate the voices of experts into their own writing, and textual analysis of the essays that the students produced at the end of the learning process, enable the authors to demonstrate the complexity of writing that necessarily builds on the texts of authoritative sources. Consequently, the authors argue that the discursive complexity of the "knowledge-focused" texts (Bazerman 2004:60) typical in higher education calls for explicit knowledge about research writing to inform both postgraduate coursework design and supervisors' feedback on student writing. Courses such as the one that is the focus of this chapter may enable students to make the transition from being a 'course-taker' (Lovitts 2005), who *reproduces* existing knowledge, to a being a master's or doctoral student who is capable of *producing* knowledge.

THE TEACHING AND LEARNING INTERVENTION: A 'BRIDGING' COURSE TO POSTGRADUATE STUDIES

The BCom Economics Honours 'Bridging' Programme at the University of Johannesburg offers entry to BCom Economics Honours to graduates who do not automatically qualify for it. These students mainly come from two groups: (1) degree graduates who majored in economics but obtained an overall average of under

DOI: 10.18820/9781920689162/07

Blitzer E, Albertyn R, Frick L, Grant B, Kelly F (eds) 2014. Pushing Boundaries in Postgraduate Supervision. Stellenbosch: SUN PRESS

60%; and (2) diploma graduates who majored in economics. These students enter the 'bridging' programme with two main developmental needs: first, most of them have not yet adequately internalised the language and thinking of the discipline, and second, since assignments that demand the construction of extended academic writing are uncommon in undergraduate study, few students have learned to write argumentatively within the discipline.

Of the four courses in the 'bridging' programme, three aim to give students a strong foundation in the theoretical content they either missed or in which they did not perform well: microeconomics, macroeconomics and mathematical economics. The fourth course is in research and writing skills, which is especially critical since most of the students have not been required to write essays in the course of their undergraduate studies. Together, the four courses aim to prepare students for the demands of the Honours courses in economics.

In 2012, 50 students entered the semester-long research and writing course, most of them not expecting the developmental leap they would be expected to make in only 14 weeks. This was a substantial increase over 2011, when there were only 19 students. Students in the 2011 cohort regarded the course as the most demanding course in the programme. In a survey conducted by the head of the economics department, students indicated that the course was the most useful in preparing them for honours studies. One of the students from the 2011 cohort is performing very well in a master's programme, was selected as a Mandela-Rhodes scholar and is aiming to proceed to doctoral studies. Another student has been accepted for postgraduate study at a prestigious British university.

In preparation for the final assessment for the course, students worked throughout the semester on a single '"multiple-source discussion essay", on an economics topic of their choice. A "multiple-source discussion essay" is an argumentative essay requiring students to take a position on a controversial topic, using sources from the literature as support (Lamberti 2013:49). Each of the 14 lectures equipped them with a writing 'skill' that they had to apply to the essay, so that over 13 weeks of one semester, through a series of short related assignments, they progressively wrote an essay as practice. Students received formative feedback on each assignment within a week so that they could incorporate the feedback into their evolving essays. The fourteenth, and final, assignment required students to apply the skills they had learned by writing another multiple-source discussion essay independently of the lecturer for summative assessment. Students could choose to write the essay on one of two broad topics that are controversial in the discipline: (1) monetary policy,

DOI: 10.18820/9781920689162/07

price stability and employment; or (2) economic growth, development and income distribution.

The final assignment essay was assessed by two subject content experts: the course designer/facilitator (the second author, who has taught a wide range of courses in economics and business management, as well as research writing courses) and a specialist in macroeconomics, the sub-field within which the final essay topics fell. The purpose of the second assessor was to act as another representative of the discipline and to help determine whether the students were able to engage with the subject at the level expected of novice postgraduate researchers in economics.

Prior to the course, the second author had identified specific skills the student requires if he/she is to make the transition to postgraduate level. The most important skill identified was the ability to integrate the 'voices' of the discipline (ideas or perspectives represented in the source reading) with the writer's perspective in such a way that the student's writing asserts a clear position and exhibits a consistent 'authorial voice', or 'textual voice'. As the authors prefer the term 'textual voice', it is the term used in this chapter. In order to achieve the development of a legitimate textual voice in students' multiple-source discussion essays, lectures were presented in a specific order so as to progressively develop that ability (see Figure 7.1).

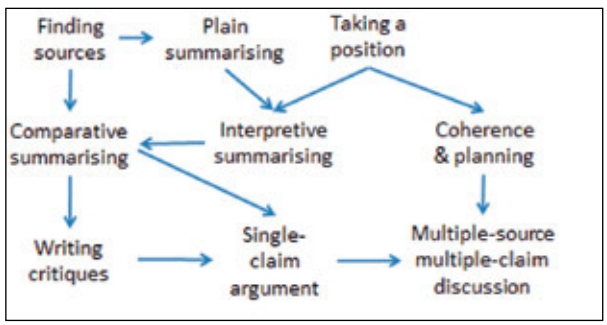

FIGURE 7.1 Sequencing of lectures

Figure 7.1 does not represent all the lectures, only those that focused on teaching the integration of authoritative sources. Within this sequence the first lecture covered finding academic sources and simple summarising of these sources. This was followed by a lecture on the importance of taking a position when writing, and expressing this as a provisional overarching 'thesis' (an assertion that is supported by evidence and reasoning). Lectures on interpretive summarising (summarising a source through the lens of a thesis) and comparative summarising (summarising two or more sources in comparison to each other) followed. Through the assignments in

DOI: 10.18820/9781920689162/07

Blitzer E, Albertyn R, Frick L, Grant B, Kelly F (eds) 2014. Pushing Boundaries in Postgraduate Supervision. Stellenbosch: SUN PRESS

which students practised interpretive summarising they learned how to engage with an academic source without losing their own 'voice', while through comparative summarising they learned that new information can emerge from the way in which the author selects ideas from the sources and positions them in relation to each other. This was followed by a lecture on writing "critiques" (Swales & Feak 2004:180), which emphasised the importance of counterarguments, and this led to a lecture on making simple (single-claim) arguments. After a lecture in which students were invited to imagine a classic written academic text as a conversation (see below), they were ready to combine simple arguments into a multiple-claim discussion essay using multiple sources.

In addition to the deliberate sequencing of lectures and assignments, different metaphors relating to spoken interaction were consistently used to convey the idea of writing as embodying the integration of different 'voices'. One of the most successful metaphors was that of an issue-centred panel discussion 'talk show' in which the host integrates different voices by guiding the discussion. Students were first shown academic writing in its conventional form, for example:

> Malthus (1798) argued that population growth will eventually outstrip the rate at which food can be produced, thus leading to famines and wars over scarce resources. This pessimistic view was criticised by many economists for not anticipating the possibility of technological advances (Friedman 2002) and birth control (Thomas 1998). However, in recent times, Malthus's predictions are becoming true, especially in developing nations. Technological progress is causing more problems – such as climate change and pollution – that are harming the quality of resources required for food production. In fact, Dixon (2008) predicts that very soon major wars will be fought over increasingly scarce resources such as water.

They were then shown 'transformations' of such academic writing – in the form it would appear if a talk show discussion with source authors as participants was transcribed into a script, for example:

Student: Let's talk about whether our planet's resources can continue to support us. What is your view Reverend Malthus?

Malthus: I have been warning against this for centuries. As early as 1798 I explained that population growth will eventually outstrip the rate at which food can be produced, thus leading to famines and wars over scarce resources, because ...

Thomas: I really think that is a bit pessimistic Malthus. Come on now, there has been no ecological crisis since your published your book. In fact,

DOI: 10.18820/9781920689162/07

Blitzer E, Albertyn R, Frick L, Grant B, Kelly F (eds) 2014. Pushing Boundaries in Postgraduate Supervision. Stellenbosch: SUN PRESS

technological advances helped to significantly and consistently raise food production …

Friedman: And don't forget birth control which reduced population growth – something you did not anticipate at all Malthus!

Student: But wait, just because Malthus's prediction hasn't come true yet, does not mean Bit won't happen at all. Are we not seeing this very same technological progress causing more problems now – for example pollution – which is reducing the quality of our natural resources?

Dixon: If I may chip in here, I would like to support you in this. Good quality water is becoming increasingly scarce due to global warming and pollution. I predict that very soon major wars will be fought over increasingly scarce resources such as water – and probably other natural resources too.

The aim of such textual 'transformations' was to direct students' attention to how an author, through his/her own choices and wording, places the authors of source texts in 'conversation' with each other and uses his her representation of their ideas to move towards a conclusion. They were also made aware of changes in the direction of the argument, described as 'moves' (Swales 1990, 2004), and of the words and phrases (wordings) used to realise the moves in academic writing. As a once-off practice students wrote an argument in the format of a talk show script before changing it into a more appropriate written academic form.

While the necessarily brief overview of the research writing course provided above cannot do justice to it, it conveys the thinking behind its design and execution. The course was challenging for the students given their unfamiliarity with academic writing, and sometimes frustrating for the lecturer as, despite the provision of intensive written weekly feedback on the assignments, improvement in the students' writing was slow. However, by the end of the semester, 33 of the 50 students passed the course, and there was evidence of incremental improvement in the writing of all participants.

RESEARCHING THE TEACHING INTERVENTION

Sharing a common interest in both argumentation in academic writing and in the development of underprepared postgraduate students, the authors decided to make the research writing course described above the object of joint research. It must be pointed out that the writing course was developed and taught by the second author without the involvement of the first author, and that the collaborative research project was undertaken after the course had been completed. The two main aims of the

DOI: 10.18820/9781920689162/07

Blitzer E, Albertyn R, Frick L, Grant B, Kelly F (eds) 2014. Pushing Boundaries in Postgraduate Supervision. Stellenbosch: SUN PRESS

research were: first, to establish the impact of the explicit writing pedagogy that centred on writing as conversation; and second, to build theory-based empirical knowledge about the nature of student writing in the specific context. An assumption made is that the multiple-source discussion essay task that was set as summative assessment of the course made similar linguistic demands on students as those required for the construction of acceptable argumentation in the 'literature review' of the dissertation or thesis.

Theoretical orientation

The theoretical underpinnings of the research reported in this chapter are located in social (as opposed to cognitive) theories of language and writing (Bakhtin 1981, 1986; Halliday 1978) as they have been taken up in the field of educational linguistics, specifically in the work of theorists of genre (Bazerman 1988, 2004; Martin 1997; Swales 1981, 1990, 2004) and of discourse semantics (Martin 1992, 1998, 2002). The core principles are that the making of meaning, whether in speech or writing, is essentially social (Halliday 1978) and dialogical (Bakhtin 1981, 1986).

The teaching intervention described in the section above, and the empirical research based on it, assumes that addressing 'real world' problems by framing them as research problems is an important core task students must perform in order to produce novice research. The framing of research problems requires that students participate in 'conversations' about the problems identified as worthy of consideration in the discipline. Engagement with disciplinary conversations involves the students in a recursive process of reading the texts that represent the authoritative sources and reformulating the ideas represented in the texts in texts of their own that constitute a response to the ongoing debates about the problem and which, however incrementally, contribute to knowledge about the problem.

Although comparing the decontextualised abstract writing of the disciplines in the academy to conversation may seem counter-intuitive, the metaphor of writing as conversation has been alive in American composition studies for some time (Burke 1941, 1969; Paré 1992), and has more recently become popularised in the teaching of academic writing (Graff & Birkenstein 2006). Kamler and Thomson (2006:37-38), who have definitively placed postgraduate writing on the higher education and postgraduate supervision agendas, also use a similar metaphor in comparing the choice of key authors for argumentation in the literature review to the selection of dinner guests with the dinner-table conversation in mind.

The work of Mikhail Bakhtin provides a theoretical base for the view of academic writing as fundamentally dialogical. In two of his seminal works (1981, 1986), all

DOI: 10.18820/9781920689162/07

Blitzer E, Albertyn R, Frick L, Grant B, Kelly F (eds) 2014. Pushing Boundaries in Postgraduate Supervision. Stellenbosch: SUN PRESS

writing is seen as responding to previous written texts and also anticipating other written responses. Bakhtin (1981:279) emphasises that texts are oriented to what has been said before, and that all communication "in any of its forms, quotidian, rhetorical, scholarly – cannot fail to be oriented toward the 'already uttered', the 'already known', the 'common opinion'". All texts are also directed to a response: "Forming itself in an atmosphere of the already spoken, the word is at the same time determined by that which has not yet been said but which is needed and in fact anticipated by the answering word" (1981:280). The interconnectedness between texts is emphasised: "[W]hat is heard and actively understood will find its response in the subsequent speech or behaviour of the listener" (Bakhtin 1986:68-69). For any utterance, "its beginning is preceded by the utterance of others, and its end is followed by the responsive utterances of others" (Bakhtin 1986:71). A fundamental insight for researchers of research writing is that although dissertations, theses and research articles are not written in the form of dialogue, that is they are "monologic" (Bakhtin 1981:280), or one-voiced, in their structure, they are nevertheless dialogical, or multi-voiced, in that they represent the voices of the texts that have informed them and the texts that have yet to be written in response to them in the future.

Theorists who have made research writing the object of research, such as the rhetorician Charles Bazerman (1988, 2004), have used Bakhtin's ideas for a deeply enriched understanding of 'intertextuality', a term that is used to refer to the interrelatedness of texts. "[R]eading and writing are in dialogue with each other as we write in direct and indirect response to what we have read before, and we read in relation to the ideas we have articulated in our own writing" (Bazerman 2004:53). Because academic texts exist in complex relation to each other, 'intertextuality' is a key dimension of academic writing. Consequently, intertextuality needs to be a stronger focus in research on the advanced literacies required for successful postgraduate research writing. Bazerman's work highlights the challenges of intertextuality in research writing and urges a deeper understanding of the role of authoritative disciplinary sources in research by insisting that "the literature" lies at the heart of research writing:

> [A]udience and author knowledge of the subject is built on prior texts; the audience knowledge and orientation is based on their reading; and the author's authority, resources, interests, and current stance grow out of an engagement with the literature (2004:61).

The seemingly obvious insight encapsulated in the quotation above highlights the complexity of the interrelated processes of academic reading and writing. Bazerman's recognition that academic writing is "writing about reading" (2004:59) informs our interpretation of

DOI: 10.18820/9781920689162/07

Blitzer E, Albertyn R, Frick L, Grant B, Kelly F (eds) 2014. Pushing Boundaries in Postgraduate Supervision. Stellenbosch: SUN PRESS

> students' difficulties with the writing of what he refers to as "non-literary, knowledge-focused" texts (2004:60).

Building on Bazerman's foregrounding of Bakhtin's insight that texts are *necessarily* reformulations of previous texts, in this chapter research writing is viewed as multi-voiced, since it represents multiple views from authoritative sources to a greater or lesser extent. A strand of theorisation and empirical research in applied linguistics based on the understanding that texts are multi-voiced offers ways of analysing texts to track the extent to which, and in what ways, voices in authoritative source texts are acknowledged and evaluated in the texts that use them. This theory which developed from a social theory of language referred to as "systemic functional linguistics" (Halliday 1978) is known as "appraisal theory" (Martin & White 2005; White 2003). It centres on how writers use discursive resources from sub-systems known as "attitude", "engagement" and "graduation" and to effect intersubjective positioning (Martin & White 2005), in other words, it entails analysis of the ways that writers use language to position themselves in relation to their readers and to the writers of the texts they have read. The term 'discursive resources' is used in this chapter to refer to both the 'moves' that are made, the ideas that are available from authoritative source texts, and the wordings (words or phrases) that writers select to realise moves (Lamberti 2013). The term 'move' is "a defined and bounded communicative act that is designed to achieve one main communicative objective" (Swales & Feak 2000:35). As a move refers to the function that a particular wording performs in the text, one move can be as short as a "finite clause" or run over a number of paragraphs (Swales & Feak 2000:35).

Appraisal theory offers analytical concepts that the researcher can use to identify, categorise and interpret patterns in the writer's use of discursive resources, and to make observations about how these patterns affect the construction of the textual voice. The main concepts from appraisal theory that are used in this research are from the "engagement" sub-system (Martin & White 2005:35-36). This sub-system includes the discursive resources, or wordings, that writers draw on to indicate their evaluation of the ideas of others and to position their ideas in relation to those of others. These discursive resources "provide the means for the authorial voice to position itself with respect to, and hence to 'engage' with, the other voices and alternative positions construed as being in play" (Martin & White 2005:94). In appraisal theory, a distinction is made between "monoglossic" (single-voiced) and "heteroglossic" (multi-voiced) texts (Martin & White 2005:99-100). One-voiced texts silence the voices of others by making no reference to ideas from other sources. Multi-voiced texts acknowledge or invoke other voices by incorporating ideas from

DOI: 10.18820/9781920689162/07

Blitzer E, Albertyn R, Frick L, Grant B, Kelly F (eds) 2014. Pushing Boundaries in Postgraduate Supervision. Stellenbosch: SUN PRESS

other sources. Research writing is multi-voiced, since research necessarily builds on the work of other theorists and researchers, and thus explicitly engages with the ideas and knowledge claims of others. This engagement is obviously inscribed in citation and referencing, but the multi-voiced nature of research texts is also embodied in the discursive resources the writer chooses to use to integrate the ideas of others into his/her own text.

Dialogical expansion and contraction

The key distinction from appraisal theory that is used in this research is between the two main categories of multi-voiced text: "dialogical expansion" and "dialogical contraction" (Martin & White 2005:102). Discursive resources from these two categories are most useful for understanding how research writers are able to manipulate language in order to integrate disciplinary sources into their own texts. Discursive resources for dialogical expansion are used to make 'space' for the voices of others (Martin & White 2005:102-116), while those for dialogical contraction are used to close down the 'space' for other voices, which allows the textual voice to emerge and stand out. Table 7.1 shows the three sub-categories of dialogical expansion that are used to acknowledge other voices, viewed in this research as moves, and provides examples of typical wordings that are used to effect each of the moves. The term "entertain" is used to refer to a move that acknowledges that diverse ideas and conflicting perspectives exist. The move highlights that knowledge claims can be contested. The term "attribute (acknowledge)" is used to refer to a move that explicitly names the source of an idea or assertion. The term "attribute (distance)" is used to refer to a move that allows the writer to distance herself/himself from the source, thus calling the source's ideas into question (Martin & White 2005:102-116).

TABLE 7.1 Typical wordings that realise dialogical expansion (based on Martin & White 2005)

Examples of linguistic resources (wordings) used	'Engagement' sub-category
it's probable/possible this may be it seems expository questions	Entertain
Kahn (2003) argues that … Hodge (2002) explains that … Epstein and Yeldan (2008) propose that … According to Svensson (1999), …	attribute (acknowledge)
Hodge claims to have shown that …	attribute (distance)

DOI: 10.18820/9781920689162/07

Blitzer E, Albertyn R, Frick L, Grant B, Kelly F (eds) 2014. Pushing Boundaries in Postgraduate Supervision. Stellenbosch: SUN PRESS

Table 7.2 shows six sub-categories of dialogical contraction identified by Martin and White, and provides examples of the wording associated with each one. The category "disclaim (deny)" refers to a move that effects the outright rejection of an idea from a source. The category of "disclaim (counter)" refers to a move that allows the writer to draw attention to conflicting ideas and to align himself with one of them in order to strengthen his/her own argument. The "proclaim (concur:affirm)" move allows the writer to represent an idea from another source as incontestable and thus to discourage opposition to the idea. The "proclaim (concur:concede)" move enables the writer to signal limited or qualified agreement with the view of a source by making a concession that functions to strengthen his/her argument. The "proclaim (pronounce)" move allows the writer to assert herself/himself as the source of an idea. The "proclaim (endorse)" move allows the writer to assert an idea from a source, simultaneously aligning himself/herself with the source and discouraging disagreement with or questioning of the idea (Martin & White 2005:117-132).

TABLE 7.2 Typical wordings that realise dialogical contraction (based on Martin & White 2005)

Examples of linguistic resources (wordings) used	'Engagement' sub-category
no; did not; never	disclaim (deny)
…, yet; …, although; …, but	disclaim (counter)
of course, …; obviously, …; … the fact that …	proclaim (concur: affirm)
Admittedly, …, but/however …; However, … should still …	proclaim (concur: concede)
I argue that …	proclaim (pronounce)
As studies have shown, …; As Blanchard and Gali (2010) show, …	proclaim (endorse)

The effectiveness of the writer's argument depends on the discursive resources used for the construction of the textual voice, with the resources for "intersubjective positioning" (Martin & White 2005:95) being particularly important. In their writing, novice researchers are required to create an acceptable balance between acknowledging the value of ideas taken from the disciplinary sources they have used, which usually requires dialogical expansion, and asserting their own point of view, or 'voice', which requires dialogical contraction. This entails constructing a text in which the open-mindedness and critical distance that is expected in the academic context is inscribed in the textual voice. However, the text also has to exhibit a degree of authority in order to be convincing. For this reason, students who learn to balance the dialogically expansive wordings that demonstrate their engagement with the texts of the discipline with the dialogically contractive wordings that confer authority on the textual voice are better prepared for the challenges of incorporating the literature into their research writing.

DOI: 10.18820/9781920689162/07

Blitzer E, Albertyn R, Frick L, Grant B, Kelly F (eds) 2014. Pushing Boundaries in Postgraduate Supervision. Stellenbosch: SUN PRESS

Research design and methods

In order to achieve the research aims of evaluating the impact of the intensive research writing course and, more importantly, furthering our understanding of the linguistic/discursive resources students actually use in their writing so that it could inform subsequent teaching, it was decided to engage in textual analysis of the texts the students produced at the end of the course. The focus of the analysis was the construction of the textual voice in relation to the authoritative voices in the source texts that students consulted, using the concepts of dialogical expansion and contraction (Martin & White 2005). The importance of the "writer's skill at orchestrating the participation of different voices and views in the dialogic space" (Swain 2007:179) cannot be underestimated. Therefore, although all three sub-systems of appraisal theory are useful for analysing textual voice, it was decided to focus primarily on "engagement", as it has been identified as the most salient of the three sub-systems for the construction of a persuasive textual voice in the context of academic writing (Coffin 2002; Swain 2007).

Since the focus was on the student writers' construction of textual voice, it was decided to focus only on the essay introductions and conclusions, where the textual voice is less 'diluted' by the authoritative voices the students have selected to paraphrase or quote. Furthermore, since all the introductions and some of the concluding sections were too long to analyse in their entirety, it was decided that the disciplinary expert, the second author, would select for analysis only those parts of the introductions and conclusions that represent the writer's overall point of view, or argument. Only the essays on the topic of 'monetary policy, price stability and employment' were used for analysis, thus the data set consists of 23 essays. In terms of ethics, confidentiality is preserved, as students' names were removed from the texts selected as data. The essays were numbered, and are referred to by means of these numbers in the discussion of the analysis in the sub-section below. The introduction and conclusion extracts from the essays were analysed separately. Although the essays had been rated by both of the disciplinary content specialists, the marks allocated to the essays were not taken into consideration for the initial linguistic analysis of the texts. Only after all the introduction and conclusion extracts had been analysed by the first author was any reference made to the marks.

The typical linguistic markers, or wordings, associated with the sub-categories of "engagement" identified by Martin and White (2005) were used to analyse the text extracts (see Tables 7.1 and 7.2 above). In the accompanying interpretive process, the wordings used from each different category were linked to strategic 'moves'

DOI: 10.18820/9781920689162/07

Blitzer E, Albertyn R, Frick L, Grant B, Kelly F (eds) 2014. Pushing Boundaries in Postgraduate Supervision. Stellenbosch: SUN PRESS

(Swales 1981, 1990, 2004; Swales & Feak 2000) that the writer makes in order to achieve particular rhetorical effects to persuade the reader.

The use of these resources is closely linked to the point at which they are used in the overall rhetorical structure of the whole text. Typically, in academic texts such as theses and dissertations, as well as in the multiple-source discussion essays that were analysed in this research, the overall pattern is a progression over the course of the text from a high degree of dialogical expansion in the parts that constitute the 'introduction' to a comparatively higher degree of dialogical contraction in the conclusion. Also, it is generally acknowledged that the texts of disciplinary experts in a field, which have survived repeated submission to rigorous peer review, are likely to be more dialogically contractive than those of novice researchers.

When the text extracts were analysed, sections of the text exhibiting either dialogical expansion or contraction were marked using the highlighting function in Microsoft Word, with different colours used to identify each type of move, thereby making the patterns of dialogical expansion and contraction more visible to the analyst. However, it must be acknowledged that coding is subjective, and is highly dependent on the context. As acknowledgement of other voices can be more or less direct, depending on a number of factors, such as the purpose of the section of the text in relation to the whole text (Martin & White 2005:100), analysis of "engagement" in research texts is a complex process that entails interpretation that takes the context into account. The most salient aspect of context in this form of analysis is the text as a whole. Therefore, in the analysis of the conclusions, it was necessary to take into account the parts of the texts that had come before in the introduction and 'body' of the essay.

In the extracts that are used for exemplification of the analysis in this chapter, italicisation is used to indicate forms of dialogical expansion and the text that is not italicised is dialogically contractive. Bold font is used to identify the linguistic resources that are clearly identifiable as markers of dialogical contraction.

Findings and interpretation of essay introductions

A number of clear patterns were observed in the data set. Firstly, it was found that the extracts from the introductions exhibited a higher degree of dialogical expansion than was found in the conclusions. This pattern is consistent with what was expected, given the conventional academic essay structure. In the majority of the introduction extracts dialogically expansive resources were used (18 essays in the data set of 23 introductions). However, in 14 of the extracts, although dialogically expansive discursive resources are used in the first part of the extract, the latter part of the

DOI: 10.18820/9781920689162/07

Blitzer E, Albertyn R, Frick L, Grant B, Kelly F (eds) 2014. Pushing Boundaries in Postgraduate Supervision. Stellenbosch: SUN PRESS

introduction extract consists of discursive resources for dialogical contraction. This observation is exemplified in the text below, in which italicisation marks out the part of the text using resources for dialogical expansion. The part of the text that is not italicised is dialogically contractive.

> *There are different perspectives to this inflation targeting and employment issue. Some individuals are of the view that the Reserve Bank promotes inflation targeting at the cost of employment … and they feel that the Reserve Bank should abandon this monetary policy (SARB 2010). But this does the primacy of inflation targeting by the Reserve Bank imply that the Reserve Bank is not concerned about the unemployment problem?* **No** the Reserve Bank is concerned about unemployment **but** does **not** have that ability of controlling unemployment and output in the long-run **but** would rather focus on controlling what it can which is inflation. Since inflation targeting focuses on maintaining price stability in the economy, this has a high probability of reducing unemployment in the long run (extract from introduction: essay 3).

Analysis of all 14 examples referred to above shows that the dialogically contractive parts of the extracts represent the student writer's construction of a "thesis statement", which is an overall position statement in relation to a question or issue (Coffin *et al*. 2003:22). The finding that the majority of the essays had a thesis statement in the introduction, which is referred to as a 'front-loaded' thesis, is consistent with the way the second author taught the course. The example quoted above clearly inscribes the dialogical nature of academic writing. The lead-up to the thesis statement ends with an expository question, which the student writer answers with the dialogically contractive resource "no", which is associated with direct speech rather than academic writing. This suggests that although the writer used a dialogically contractive move that is appropriate in the assertion of a point of view, or thesis statement, in this case, what is categorised as a "disclaim (deny)" move, she/he had not yet developed full productive control of the indirect forms of the "disclaim (deny)" move that are appropriate in written academic discourse.

Another example from the data set illustrates the same pattern of moves across the introduction extract, from dialogical expansion to dialogical contraction; however, the discursive resources used to close down the dialogic space and assert the authority of the textual voice are more conventional in research writing and suggest the student is more ready for postgraduate study than the one quoted above:

> *Given the opposing views regarding the appropriate choice of monetary policy, it is therefore necessary to ask the following question: Would a monetary policy framework targeting employment be more effective than an inflation targeting framework?* The best answer provisionally is that

DOI: 10.18820/9781920689162/07

> a monetary policy framework that targets employment will **not** be more effective than an inflation targeting framework. This is due to **the fact that** the unemployment problem in some developing countries, South Africa in particular, is **not** fundamentally a monetary phenomenon **but** a supply side problem (Chicheke 2009). Unemployment can, therefore, **not** be solved through monetary policy, **but** by correcting structural barriers in the economy. Advocates of inflation targeting firmly maintain that it is a huge mistake to fight unemployment with monetary policy as it results in excessive inflation (extract from introduction: essay 18).

In the second part of the extract above a number of different discursive resources are used to effect dialogical contraction. The "disclaim (deny)" move that follows the expository question contributes to the construction of an authoritative textual voice. The effect of authority is strengthened by the use of resources to effect a "proclaim (concur: affirm)" move, "the fact that", which discourages contradiction of the assertion made. The repeated use of a combination of both the "deny" and "counter" resources for disclaiming used in the counter-argument simultaneously constructs an authoritative and legitimate voice, as the counter-argumentation demonstrates that the writer has engaged with ideas in the authoritative sources.

Findings and interpretation of essay conclusions

As the lecturer and assessor of the course excluded one of the conclusions because it did not make 'sense', the data set of conclusions numbered 22 extracts. Analysis of the extracts from the essay conclusions shows that extensive use was made of resources for dialogical contraction. In comparison to the extracts from the essay introductions, resources for dialogical contraction predominate in the conclusions. All 22 of the extracts from the conclusions made use of dialogical contraction. Just over half of the texts (12) made use of only "proclaim" resources for effecting dialogical contraction. The most commonly used resource was "proclaim (pronounce)". The use of this resource for closing down the dialogic space is exemplified by the two short extracts from essays 6 and 10 that follow, which are discussed below.

> The only way for South Africa to efficiently balance the trade-off between employment and inflation is if the monetary policy that works hand in hand with the fiscal policy, thus reversing the effect of past political regime and promoting growth at the same time (extract from conclusion: essay 6).

> Price level targeting is more certain about future price levels unlike inflation targeting regime. Taking into account the strategic economic direction of South Africa and the impact these two frameworks have on the economy of South Africa, price level targeting is best suited to South Africa (extract from conclusion: essay 10).

DOI: 10.18820/9781920689162/07

Blitzer E, Albertyn R, Frick L, Grant B, Kelly F (eds) 2014. Pushing Boundaries in Postgraduate Supervision. Stellenbosch: SUN PRESS

Both extracts 6 and 10 were analysed as effecting two "proclaim (pronounce)" moves. Although there are no meta-linguistic markers that explicitly mark the claims made as pronouncements, the position of the conclusion in the overall text structure, arguably, gives claims made at this point in the discussion essay the force of a statement prefaced with the phrase "I argue" or a similar equivalent. The "proclaim (pronounce)" move is strongly dialogically contractive, and therefore constructs a markedly authoritative textual voice. However, the effect of "engagement" moves depends also on other aspects of the text, resources for inscribing "graduation" (Martin & White 2005:135) and "attitude" (Martin & White 2005:42-58), which are not described in this chapter as they were not the focus of the research.

In extract 6, the linking of the phrase "only way" to the evaluative term "efficiently" inscribes an unhedged judgment, which confers a higher degree of subjectivity on the textual voice than is appropriate in a context where an objective orientation to knowledge claims is highly valued. Consequently, it can be argued that the wording that inscribes opinion suggests that the text is veering towards being single-voiced rather than effectively constructing a credible authoritative voice by means of dialogical contraction. Extract 10 also uses wording for inscribing judgment, "best suited" (categorised as "attitude" resources), but since phrases such as "more certain" and "taking into account" ("graduation resources") suggest the writer is invoking other authoritative voices, the text does not appear to be single-voiced to the extent of extract 6. Consequently, extract 10 represents a more credible authoritative voice.

In just under half of the conclusion extracts in the data set (9 of 22) dialogical contraction was effected by means of either a combination of "proclaim" and "disclaim" resources, or "disclaim" resources only. The impact on the textual voice of using resources for disclaiming is discussed below in relation to the extracts that follow directly below.

> The primacy of inflation targeting by the Reserve Bank does **not** imply that the Reserve Bank is **not** concerned about the unemployment problem in the country. **I therefore suggest that** the Reserve Bank should continue with this policy as it has a higher probability of reducing unemployment (extract from conclusion: essay 3).

> Going forward, this paper recommends that **although not** a perfect system, inflation targeting should remain the adopted monetary policy regime ... as it has **proven to** [**be** the] best possible policy for price stability ... Macroeconomic problems such as unemployment are mostly structural deficiencies which *can be solved in alternative approaches than through monetary policy*. **However**, policymakers should **still** consider making refinements to the inflation targeting regime, if need be (extract from conclusion: essay 18).

DOI: 10.18820/9781920689162/07

Blitzer E, Albertyn R, Frick L, Grant B, Kelly F (eds) 2014. Pushing Boundaries in Postgraduate Supervision. Stellenbosch: SUN PRESS

Dialogical contraction is effected by means of both "proclaim" and "disclaim" resources in the extract from essay 3. The first move, effected by means of negation, is categorised as "disclaim (deny)". This is followed by a "proclaim (pronounce)" move in which the authority of the textual voice is somewhat undermined by the use of the tentative reporting verb "suggest". However, given the writer's status as 'student' rather than 'novice researcher', the choice of reporting verb inscribes the writer's (understandable) lack of confidence.

In comparison, a wider range of resources for dialogical contraction are used in the concluding extract from essay 18. A combination of a "proclaim (concur: concede)" and a "disclaim (deny)" move functions to construct a strong textual voice where multiple authoritative voices are nevertheless acknowledged. A "proclaim (endorse)" move, effected by the wording "proven to [be]", is followed by a pronouncement: "Macroeconomic problems such as unemployment are mostly structural deficiencies." Since a "pronounce (proclaim)" move can make the writer sound inappropriately opinionated, the dialogically expansive claim that follows, using the word 'can', leavens the effect, inscribing an appropriate reluctance to make an unqualified assertion. The final "proclaim (concur: concede)" move, effected by the wording, "However … should still …", also contributes to the construction of an appropriate textual voice for a novice in the discipline. The two concession moves suggest a writer who has engaged with the disciplinary authorities by building on their ideas to develop a standpoint.

While the writer of essay 3 uses some of the resources required for representing in her/his writing effective engagement with the literature, and therefore shows some evidence of the ability to proceed to postgraduate level, the writer of essay 18 shows greater control of the resources for dialogical contraction, using more of the available resources more flexibly and more confidently. Linguistic analysis of the conclusion alone provides strong evidence that the writer of essay 18 is ready for the challenge of engaging with authoritative sources in order to further a research argument, and is therefore a suitable candidate for postgraduate study. Although we have chosen not to discuss the relationship between the assessors essay marks and the linguistic analysis that was subsequently conducted, it is worth noting that the marks allocated were more or less consistent with the analytical findings. For example, while essay 3 was awarded a satisfactory passing mark by both assessors, essay 18, in which a wider range of resources for effecting dialogical contraction were appropriately used, was awarded a distinction mark.

DOI: 10.18820/9781920689162/07

CONCLUSION AND RECOMMENDATIONS

In term of the aims of this research, we conclude that the explicit research writing pedagogy developed for the course was effective and contributed to the development of an authoritative textual voice in the students' writing. Therefore, it can be argued that the course prepared students to cross the boundary that divides undergraduates from postgraduates. The question of the value of explicit pedagogy aside, we conclude that the effectiveness of the course can be attributed primarily to the underpinning conception of academic discourse as fundamentally dialogical.

The research should also be seen as supporting four related arguments. First, that lecturers and supervisors should be more aware of how discursive resources for opening up or closing down the dialogic space are used to construct authoritative claims to knowledge. Second, that this discursive awareness should inform pedagogy at both undergraduate and postgraduate level. Third, that it may be worth exploring the use of more explicit pedagogy (Elton 2010; Stacey & Granville 2009), particularly in contexts where postgraduates are regarded as underprepared for research writing. Fourth, that greater attention needs to be paid to the *writing* of research, which should be seen as an integral aspect of the research process from the beginning, not as a final task to be completed after the research has been conducted (Badley 2009; Lee & Kamler 2008). This means that engagement with the authoritative disciplinary sources should be seen as an inextricable, and important, aspect of the research process.

In the absence of explicit pedagogy, supervision can be more frustrating than it need be. Supervisors often struggle with their students due to the knowledge gap between them. The gap is exacerbated by the tacit knowledge the supervisor has regarding the research process, which the apprentice model of supervision assumes the student will absorb. This model rarely works as well as expected since it is bedevilled by communication breakdowns, conflict and defensive behaviour. What is needed to make the supervision process more effective are ways to make supervisors more aware of their tacit knowledge and more able to communicate it to the novice researcher.

"Generative metaphor intervention" has been found to be effective in allowing constructive dialogue without accompanying dysfunctional conflict (Barrett & Cooperrider 1990:219). What this research suggests is that a generative metaphor (of research writing as dialogue) can be used as a framework to guide the interaction the supervisor has with the student even if the student has received no training in research writing. The findings suggest that the course designer's dialogical orientation to academic writing, conveyed to the students by means of the 'conversation' metaphor, facilitated acquisition of the necessary linguistic resources. Indirectly raising students'

DOI: 10.18820/9781920689162/07

awareness of the discursive resources used in the discipline for making knowledge claims by providing regular specific feedback on students' attempts to use these resources increases the likelihood of their accessing postgraduate opportunities, increases the chances of progression to doctoral level, and increases the probability of successful completion of the doctoral thesis.

While we argue for the value of explicit pedagogy, on reflection we conclude that the meta-language (the terminology) used in this chapter to refer to the linguistic resources that were analysed in this research should not be taught because it is unnecessarily technical in nature. Rather, the insights gained from the study could be used to inform both coursework that aims to prepare postgraduates for research, and in research writing pedagogy. Course designers, lecturers and supervisors who are aware that the use of different wordings have different effects in terms of opening up or closing down the dialogic space, and thus on the construction of writers' voice and authority, will be more able to provide students with access to the discursive resources that are required for effective research writing at doctoral level.

REFERENCES

Andrews R. 2010. *Argumentation in higher education: Improving practice through theory and research*. New York & London: Routledge.

Badley G. 2009. Academic writing as shaping and re-shaping. *Teaching in Higher Education*, 14(2):209-219.

Bakhtin MM. 1981. *The dialogic imagination: Four essays*. Austin, TX: University of Texas Press.

Bakhtin MM. 1986. *Speech genres and other late essays*. Austin, TX: University of Texas Press.

Barrett FJ & Cooperrider DL. 1990. Generative metaphor intervention: A new approach for working with systems divided by conflict and caught in defensive perception. *The Journal of Applied Behavioral Science*, 26(2):219-239.

Bazerman C. 1988. *Shaping written knowledge: The genre and activity of the experimental article in science*. Madison, WI: University of Wisconsin Press.

Bazerman C. 2004. Intertextualities: Volosinov, Bakhtin, literary theory, and literacy studies. In: AF Ball & SW Freedman (eds). *Bakhtinian perspectives on language, literacy, and learning*. Cambridge: Cambridge University Press. 53-65.

Bernstein B. 2000. *Pedagogy, symbolic control and identity: Theory, research, critique*. Rev. edition. Lanham: Rowman and Littlefield.

Burke K. 1941. *The Philosophy of Literary Form: Studies in Symbolic Action*. Berkeley: University of California Press.

Burke K. 1969. *A grammar of motives*. Berkeley, CA: University of California Press.

Coffin C. 2002. The voices of history: Theorising the interpersonal semantics of historical discourses. *Text*, 22(4):503-528.

DOI: 10.18820/9781920689162/07

Coffin C, Curry MJ, Goodman S, Hewings A, Lillis TM & Swann J. 2003. *Teaching academic writing: A toolkit for higher education*. London: Routledge.

Elton L. 2010. Academic writing and tacit knowledge. *Teaching in Higher Education*, 15(2):151-160.

Graff G & Birkenstein C. 2006. *They say I say: The moves that matter in academic writing*. New York: Norton.

Halliday MAK. 1978. *Language as social semiotic: The social interpretation of language and meaning*. London: Edward Arnold.

Hyland K. 2008. Disciplinary voices: Interactions in research writing. *English Text Construction*, 1(1):5-22.

Kamler B & Thomson P. 2006. *Helping doctoral students write: Pedagogies for doctoral supervision*. London: Routledge.

Lamberti P. 2013. *A critical exploration of argumentation in the texts that third-year Development Studies students interpret and construct*. Unpublished doctoral thesis. University of Johannesburg.

Lee A & Kamler B. 2008. Bringing pedagogy to doctoral publishing. *Teaching in Higher Education*, 13(5):511-523.

Lillis T & Turner J. 2001. Student writing in higher education: Contemporary confusion, traditional concerns. *Teaching in Higher Education*, 6(1):57-68.

Lovitts BE. 2005 Being a good course-taker is not enough: A theoretical perspective on the transition to independent research. *Studies in Higher Education*, 30(2):137-154.

Martin JR. 1992. *English text: System and structure*. Amsterdam: John Benjamins.

Martin JR. 1997. Analysing genre: Functional parameters. In: F Christie & JR Martin (eds). *Genre and institutions: Social processes in workplace and school*. London: Continuum. 3-39.

Martin JR. 1998. Discourses of science: Recontextualisation, genesis, intertextuality and hegemony. In: JR Martin & R Veel (eds). *Reading science: Critical and functional perspectives on discourses of science*. London: Routledge. 3-14.

Martin JR. 2002. Writing history: Construing time and value in discourses of the past. In MJ Schleppegrell & MC Colombi (eds). *Developing advanced literacy in first and second languages: Meaning with power*. Mahwah, NJ: Lawrence Erlbaum. 87-118.

Martin JR & White PRR. 2005. *The language of evaluation: Appraisal in English*. London: Palgrave.

Paré A. 1992. Ushering 'audience' out: From oration to conversation. *Textual Studies in Canada*, 1:45-64. [Accessed 10 February 2013] http://www.stthomasu.ca/~hunt/audience.htm

Stacey JD & Granville S. 2009. Entering the conversation: Reaction papers in advanced academic Literacy. *Teaching in Higher Education*, 14(3):327-339.

Swain E. 2007. Constructing an effective 'voice' in academic discussion writing: An appraisal theory perspective. In: A McCabe, M O'Donnell & R Whittaker (eds). *Advances in language and education*. London: Continuum. 166-184.

DOI: 10.18820/9781920689162/07

Blitzer E, Albertyn R, Frick L, Grant B, Kelly F (eds) 2014. Pushing Boundaries in Postgraduate Supervision. Stellenbosch: SUN PRESS

Swales JM. 1981. *Aspects of article introductions*. Birmingham: Language Studies Unit, University of Aston.

Swales JM. 1990. *Genre analysis: English in academic and research settings*. Cambridge: Cambridge University Press.

Swales JM. 2004. *Research genres*. Cambridge: Cambridge University Press.

Swales JM & Feak C. 2000. *English in today's research world: A writing guide*. Ann Arbor, MI: University of Michigan Press.

Swales JM & Feak CB. 2004. *Academic writing for graduate students: Essential tasks and skills*. 2nd edition. Ann Arbor, MI: University of Michigan Press.

Tang R. 2009. A dialogic account of authority in academic writing. In: M Charles, D Pecorari & S Hunston (eds). *Academic writing: At the interface of corpus and discourse*. London: Continuum. 170-188.

Turner J. 2011. *Language in the academy: Cultural reflexivity and intercultural dynamics*. Bristol, PA: Multilingual Matters.

White PRR. 2003. Beyond modality and hedging: A dialogic view of the language of intersubjective stance. *Text, Special Edition on Appraisal*: 259-284.

DOI: 10.18820/9781920689162/07